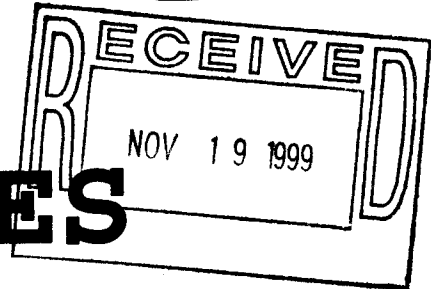


NEW JERSEY

1999-2000
Guidelines and
Application



BEST PRACTICES



Category	<u>Language Arts Literacy</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>"Shake Fest"</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Hunterdon</u>
District (Proper Name)	<u>Hunterdon Central Regional High School</u> School District
District Address	<u>street/p. o. box</u> <u>84 Route 31</u> <u>city Flemington, New Jersey</u> <u>08822</u> <u>zip code</u>
District Telephone	<u>(908) 782-5727</u> Fax <u>(908) 788-6745</u> Email
Chief School Administrator	<u>Raymond Farley</u>
Nominated School #1 (Proper Name) School Address	<u>HUNTERDON CENTRAL REGIONAL HIGH SCHOOL</u> <u>street/p. o. box</u> <u>84 Route 31</u> <u>city Flemington, NJ</u> <u>08822</u> <u>zip code</u>
School Telephone	<u>(908) 782-5727</u> Fax <u>(908) 788-6745</u> Email
School Principal	<u>Mrs. Linda Batz</u>
Program Developer(s)	<u>Catherine Lent & Brien Gorham</u>
Chief School Administrator's or Charter School Lead Person's Signature	<u>[Signature]</u>

Approved: <u>Yes</u> <u>No</u> County Superintendent's Signature <u>[Signature]</u>

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**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format**. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages**. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name "Shake Fest"
<input type="checkbox"/> Elementary School	_____	
<input type="checkbox"/> Middle School	_____	
<input type="checkbox"/> Junior High School	_____	Number of Schools with Practice <u>1</u>
<input checked="" type="checkbox"/> High School	<u>9-12</u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Other: _____	_____	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input checked="" type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum* including the *Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.

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NEW JERSEY BEST PRACTICES APPLICATION

1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

The Shakespeare Festival began as a simple idea. Show some films after school and allow students to earn extra credit for attending these showings. Soon, however, many other possibilities began to emerge and we decided on a weeklong festival of cross-curricular activities to promote awareness of and involvement in the works of William Shakespeare. Students were given opportunities to learn about Shakespeare's life and work through contests, workshops, panel discussions, and film showings.

Objective: To have every member of the school community encounter Shakespeare in a positive way at least once during the course of the festival. After only its second year, we feel this objective has been met.

The **innovation** of this practice lies in its diversity. Through this festival, we demonstrated how Shakespeare lives outside the English classroom. Math, history, and art teachers all supported our efforts by creating Shakespeare-themed activities for their students. One particular example is the Shakespeare math puzzle designed by one of our math teachers. Students, on their own time, researched answers to trivia questions about Shakespeare. The answers, all numbers, were then inputted into a formula to be solved. The winning students were awarded Shakespeare-related prizes. Any time an interactive environment is created for the appreciation of difficult material, **high student achievement** will be promoted. Many students volunteered their free time to work alongside teachers to make this event a success. These students took on these responsibilities in addition to their regular schoolwork; and while they planned, they learned. Whether researching quotes or answers to trivia questions or designing an insult throwing contest or memorizing sonnets for the Send-a-Sonnet program, these students absorbed Shakespeare and then utilized that newfound learning. The numerous students involved in the actual activities experienced Shakespeare in a unique and personal manner and walked away with a heightened appreciation and understanding of the Bard's work.

Involved as this concept may seem, it is one that is easily **replicated**. The very word "festival" creates a buzz of light-hearted excitement that draws in teachers and students and provides the support needed for this undertaking. These students and teachers pull from their own individual experiences in developing ideas and creating connections between Shakespeare and contemporary life. Also, the Internet has made activities and information concerning the Bard easily accessible. On a practical level, signs, posters, materials for games and workshops, and forms can be easily saved year to year and reused. Of course, the real excitement in replicating this activity is not simply redoing what has been done before, but reinventing the festival with a new angle each year. We are currently planning our third Shakespeare festival and are already overwhelmed by the new ideas and concepts we are receiving from our fellow staff members.

2. **Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum Content and Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards.**

We felt that the student body needed a user friendly experience with the Bard. Often, Shakespeare's brilliant work is wrought with academic drudgery. The extra-curricular and interdepartmental flavor of this event unified the campus in an intellectually stimulating, yet non-threatening way. School unity is an often under-appreciated educational need. Curriculum standards and relevant activities follow:

- 3.1 *All students will speak for a variety of real purposes and audiences in a variety of contexts.*
- 3.2 *All students will listen actively in a variety of situations in order to receive, interpret, evaluate, and respond to information obtained from a variety of sources.*

Students were offered numerous speaking situations. Panel discussions allowed students to independently respond to the information presented, while scene contests allowed students to orally interpret printed text. As part of the audience for these events, students developed listening skills by interpreting and evaluating the arguments and interpretations presented.

3.3 All students will compose texts that are diverse in content and form for different audiences and for real and varied purposes.

Students were given the opportunity to develop sonnet-writing skills in a workshop environment and then have those sonnets published in the school's literary magazine.

3.4 All students will read, listen to, view, and respond to a diversity of materials and texts with comprehension and critical analysis.

The reading and interpretation of Shakespeare's sonnets and plays were crucial to student involvement in this festival.

3.5 All students will view, understand, and use nontextual visual information and representation for critical comparison, analysis, and evaluation.

A major part of this festival was the use of film versions of Shakespeare's work. The workshop on operatic versions of Shakespeare also presented students with a different visual interpretation of Shakespeare's work.

Cross-Content Workplace Readiness Standard 2: All students will use information, technology, and other tools.

Students who helped organize the festival or who were involved in any of the contests used Internet and IMC resources to compile and organize relevant information about Shakespeare.

Standard 3: All students will use critical thinking, decision making, and problem-solving skills.

Planning this event allowed students the opportunity to develop strategic action plans and schedules for the various activities of the week.

Standard 4: All students will demonstrate self-management skills.

Planning for this event began several months before it actually happened. Students had to set goals and meet those deadlines in order to ensure the success of the festival. Students needed to consider the most effective use of time and resources.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Because our goal was to touch every member of the school community, the best measure of our success in meeting that goal is the participation in each event. Also noteworthy is the leadership provided by fifteen faculty members and twenty student advisors.

Decorating/Awareness/Theme Days: This committee of over thirty students was in charge of creating a festive environment. Students were besieged with large, colorful quotes and sonnets lining the hallways. Each day of the festival had its own theme, such as the birthday celebration and costume day. One day the students were encouraged to wear the theme colors (blue, purple, and gold) which unified the entire celebration. Other measures of success should include the sale of hundreds of multicolored buttons with Shakespeare-inspired quotes and slogans and handmade, silk-screened Shakes Fest T-shirts.

Contests:

- **Insult Contest** - The committee designed and published over 100 copies of a book of Shakespearean Insults, sold them to the student body, and organized a tournament-style insult contest.

- **Drama/Monologue Contest** - Twelve groups of up to four actors performed monologues or scenes on stage for an audience of more than three hundred students and faculty. Volunteer faculty judged the event, and awards were given.
- **Sculpture Garden Contest** - A beautiful display of original artwork by twenty three student artists (all inspired by or in tribute to Shakespeare's writing) was available to the entire school community, and first, second, and third place entries were acknowledged.
- **Costume Contest** - Participants came to school in Elizabethan dress and reported directly to the school's TV studio, where entrants paraded through the morning announcements.

🏆 **Film Festival:** Every day after school, free films were shown in the Little Theatre, including *Much Ado About Nothing*, *Hamlet*, *Othello*, *Richard III*, and *Romeo & Juliet*. Some teachers offered extra credit incentives, and more than three hundred students attended at least one showing.

🏆 **Workshops & Panel Discussions:** This committee was responsible for organizing a panel discussion on the role of women in Shakespeare for an audience of over one hundred. Teachers also had the opportunity to bring classes to a workshop on the operatic versions of Shakespeare's work. We were honored to have the head of our social studies department prepare and present a multimedia presentation, and over one hundred and fifty were in attendance.

🏆 **Send-A-Sonnet:** Students and faculty alike were afforded the opportunity to purchase a live minstrel who, bedecked in appropriate garb, would recite and deliver a copy of a chosen sonnet to any lucky person. Over seventy lucky people received sonnets and were also blessed with a token of the occasion (flowers with the romantic sonnets, party favors with the comedic, etc.).

🏆 **Elaborate Birth and Death Celebrations:** Because William Shakespeare has the unusual circumstance of dying within a day of his estimated birth, we scheduled the festival around that date, April 23. The faculty advisor of this committee inspired enough students and colleagues to bake that we had over 3,000! cupcakes, each decorated with its own colorful, quote-bearing flag. Every member of the community was presented with one. At the end of the day, the tone turned somber as a group of madrigal singers accompanied the corpse of Shakespeare (played by a supportive math teacher) to his grave. The funeral was filmed and broadcast to the school.

Informal surveys conducted in class indicated an 85-90% approval rating of this event. These same students indicated a desire to see this event replicated in the future. Students enjoyed the opportunity to experience Shakespeare outside the classroom and found the challenge to be a worthwhile one. Although the event only takes place every other year, many students are already asking about Shakes Fest '01.